

Chapter Six: Promising Practices for Building Refugee Community Capacity

This chapter identifies examples of promising practices and “lessons learned” in the field.

Common Elements of Promising Practices

Common elements of promising practices include:

- On-site child care is provided during programs.
- Program recruitment and training takes place within the community (through home visits, or centrally located offices, such as in subsidized housing complexes).
- Programs collaborate with advocacy organizations already operating in the community.
- Programs use non-traditional outreach methods.
- Programs are not formally aligned with the state child care licensing body, which minimizes client fear of receiving services.
- Licensing materials and state-approved licensing exams are provided in multiple languages.
- Volunteers are utilized to provide services such as mentorship and child care.
- Provision of ongoing support through the licensing process, such as trainings (on child care and running a business), materials (on safety devices, signs, etc.), mentorship, and clarity about potential difficulties during the licensing process.
- Securing dedicated funds for project activities.

Promising Practices

6.1	Program	The Family Childcare Toolkit Box Licensing Project
	Administering Organization	Name: All Our Kin Web site: http://www.allourkin.org Location: New Haven, CT Contact: Jessica Sager, Executive Director, 203-772-2294, Jessica@allourkin.org
	Program Description	<p>Purpose: The purpose of this initiative is to assist low-income individuals who already provide home-based care, mainly women, to become licensed.</p> <p>Design: To increase success in becoming licensed, the program offers a series of boxes that guide individuals through the state licensing process. The boxes contain the paperwork for each step in the process, as well as home supplies needed to become licensed. Use the above link to find out more information about this resource.</p> <p>Resource Materials: The primary resources used in this project are health and safety supplies such as a smoke detector, cabinet locks, and a fire extinguisher; educational supplies such as quality children’s books, blocks, and art materials; and vouchers for trainings such as CPR and first aid.</p> <p>Evaluation: Assessment is based on the number of individuals that become licensed, and join the organization’s Child Care Provider</p>

		<p>Network for additional professional development opportunities. To date, over 1/3 the total number of licensed providers in the New Haven community have become licensed through this program. 90% of participants continue on and join the Child Care Provider Network.</p> <p>Length and Size of Operation: Operating since 2003; 45 participants have become licensed.</p>
	<p>Resource Requirements</p>	<p>Budget/Funding: Major funders include the New Haven School Readiness Council, Annie E. Casey Foundation, and the New Haven United Way Community Fund for Women and Girls.</p> <p>Staffing: One full time Project Coordinator.</p> <p>Collaborations: The project grew out of the support of the Home Care Committee of the New Haven School Readiness Council; Creating Kids/Connecticut Children’s Museum.</p>

<p>6.2</p>	<p>Program</p>	<p>Intensive Child Development Training & Family Support Program</p>
	<p>Administering Organization</p>	<p>Name: All Our Kin Web site: http://www.allourkin.org Location: New Haven, CT Contact: Jessica Sager, Executive Director, 203-772-2294, Jessica@allourkin.org</p>
	<p>Program Description</p>	<p>Purpose: This intensive program to certify Child Development Associates provides TANF welfare-participants with job opportunities in the child care field.</p> <p>Design: Each year, six families participate in a nine-month training program to obtain a Child Development Associate (CDA) degree. Participants attend with their children, spending three hours of the day in an interactive, participatory classroom setting, where they learn to be childcare providers. The remaining three hours are spent working hands-on in an on-site lab school, providing childcare to their own and other students’ children. Upon successful completion of the program, participants will be certified as a CDA, including certification in Child Care First Aid and Infant/Child CPR. The curriculum addresses the competency standards for national CDA certification: 1) to establish and maintain a safe, healthy learning environment; 2) to advance physical and intellectual competence; 3) to support social and emotional development and to provide positive guidance; 4) to establish positive and productive relationships with families; 5) to ensure a well-run, purposeful program responsive to participant needs; and 6) to maintain a commitment to professionalism.</p> <p>Resource Materials: This agency has designed its own curriculum, based on: <i>Family Education and Training: Preparing for Successful Employment in Early Care and Education--Integrated Curriculum</i> and the <i>Essentials Curriculum</i>.</p>

		<p>Evaluation: Success rate over the 1st five years is 90%, based on the number of participants that secure jobs and maintain employment.</p> <p>Length and Size of Operation: As this is an intensive program, it is geared towards a small number of participants. Each year, six families are accepted into the training program.</p>
	Resource Requirements	<p>Budget/Funding: Lyman Public Interest Fund; New Haven Housing Authority; local foundations.</p> <p>Staffing: 1 full time Master Teacher, 1 full time Program Developer, 1 full time summer fellow; 2-4 part time student volunteers.</p> <p>Collaborations: Dwight Hall Center for Social Justice-Yale University; local child care centers committed to helping graduates of this program.</p>

6.3	Program	Good Beginnings Never End (GBNE)
	Administering Organization	<p>Name: Long Beach City College Web site: N/A Location: Long Beach, CA Contact: Kathy Black (562-938-3149, kblack@lbcc.edu) or Lisa Quarm (562-938-3243, lquarm@lbcc.edu)</p>
	Program Description	<p>Purpose: This program, for children ages 0-5, enhances child care and early learning opportunities by visiting family child care providers in their home to guide them in improving the quality of the home environment.</p> <p>Design: GBNE focuses on working with non-English speaking child care providers in more isolated communities. Through targeted marketing, including television advertisements with translations, incentives, and attending community events, GBNE has developed a successful practice of recruiting and conducting site visits to family child care homes in Cambodian, Hmong, and Lao refugee communities. Site visits provide child safety training in a culturally appropriate manner. Trainings, in the provider’s primary language, take place in the provider’s home, and cover topics such as literacy, preschool work, and child development. Additional assistance helps providers to become licensed, register with the CCR&R, and develop tools to effectively market their service.</p> <p>Resource Materials: The program has designed its own curriculum, as well as using Themasaurus and Kaplan materials.</p> <p>Evaluation: The program uses pre- and post- training questionnaires.</p> <p>Length and Size of Operation: Since 2002, GBNE helps approximately 15 participants complete training each year.</p>
	Resource Requirements	<p>Budget/Funding: John S. & James L. Knight Foundation, First Book, other private foundations.</p>

		<p>Staffing: 1 full time program manager, 2 teachers, approximately 4 student interns each year.</p> <p>Collaborations: Cambodian Association of America, Centro Hispanic Association, local libraries, St Mary’s Hospital, Head Start.</p>
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6.4	Program	New York City Child Care Resource and Referral Consortium
	<p>Administering Organization(s)</p>	<p>Name: Child Care, Inc.; Child Development Support Corporation; Chinese-American Planning Council’s Asian Child Care Referral Program; Committee for Hispanic Children and Families (CHCF); Day Care Council</p> <p>Web sites: http://www.childcareinc.org; http://www.cdscnyc.org; http://www.cpc-nyc.org; http://www.chcfinc.org; http://www.dccnyinc.org</p> <p>Location: New York City, NY</p> <p>Contact: 1-888-469-5999 (Consortium hotline)</p>
	<p>Program Description</p>	<p>Purpose: 5 CCR&Rs who regularly work together in a consortium, two of which are ethnically focused. Due to the diversity of NYC, immigrant children’s needs are a priority. By collaborating, they accomplish much more together since the state does not provide monies for things like translating materials. They have translated materials into Cantonese, Creole, Spanish, and Russian.</p> <p>Design:</p> <ul style="list-style-type: none"> ▪ CHCF: Uses a three-pronged focus to strengthen families to avoid involvement with child welfare: (1) Family Health Education (HIV awareness and prevention, domestic violence awareness and prevention, and support post 9/11), (2) Youth Development Programs (currently operating three drop-out prevention programs, three after-school programs, and a high school teen pregnancy prevention program) and (3) Childcare Services. CHCF has policy and advocacy initiatives operating on the local, state, national, and international level and are recognized as an NGO. ▪ Organizes a “Hit the Streets” campaign during which they distribute health and safety kits. The issue is safety and quality among informal providers. The agencies regularly talk about the issue of serving foreign born children. They note the need for increased engagement with immigrant communities in the conversation about childcare. CCR&Rs would like more linkage with these groups. ▪ Trains phone counselors about the issues facing immigrant families (fear of reaching out for services, cultural issues). ▪ Uses non-traditional outreach methods, such as: reaching out to African hairdressers to develop childcare alternatives for children who stayed at beauty shops with their mothers; hairdressers were later enlisted as translators. Also worked with an Islamic Social Services Agency to train CCR&R registered providers on cultural-sensitivity and childrearing practices. ▪ CHCF organizes an information “Van campaign” from April through October, taking peer educators to neighborhoods with new

		<p>immigrants to distribute information about CHCF programs. Staff has developed relationships with four consulates (Mexico, Guatemala, Columbia, and Peru) and regularly distributes information through the consulates about CHCF programs.</p> <ul style="list-style-type: none"> ▪ The Chinese-American Planning Council, Inc. (CAPC) trains immigrants interested in becoming licensed child care providers. CAPC offers all the materials translated in Chinese and have bilingual staff to provide the training and offer technical assistance upon certification. ▪ Because they are an approved trainer through the state, participants can take the licensing test in Chinese. ▪ CHCF offers trainings in Spanish for immigrants interested in becoming licensed child care providers. They also assist in filling out the application for licensure (which is in English). Additionally, they offer Medications Administration training for licensed providers and have an Infant and Toddler Specialist who offers trainings on topics including positive discipline, shaken baby syndrome, etc. <p>Resource Materials: CHCF developed their own child care training curriculum. Training topics include health and safety; nutrition; dealing with stress in your childcare program; how to stimulate a child’s brain development; the affects of television on children; understanding children’s emotions, dealing with children who misbehave; how to manage your business; emergency planning; how to prepare your taxes as a provider; and how to deal with difficult parents.</p> <p>Evaluation: Not available.</p> <p>Length and Size of Operation: Varies by agency. For example, CHCF was founded in 1982 and has about 45 full time employees and about 105 part time staff and peer educators.</p>
	<p>Resource Requirements</p>	<p>Budget/Funding: Not available. Staffing: CHCF: 45 full time employees; 105 part time staff and peer educators. Collaborations: See above.</p>
	<p>Additional Information</p>	

Promising Pilot:

<p>6.5</p>	<p>Program</p>	<p>Job Training Program</p>
	<p>Administering Organization</p>	<p>Name: Vermont Refugee Resettlement Program (VRRP) Web site: N/A Location: Burlington, VT Contact: Judy Scott, 802-654-1700</p>
	<p>Program Description</p>	<p>Purpose: To provide a training and employment program geared toward refugee women of all backgrounds.</p>

		<p>Design: Participants will receive intensive training to prepare them for childcare licensure. The training will be for 12 hours per week with components including: financial literacy, vocational ESL, and childcare training/state licensing regulations. Volunteers will provide on-site childcare while participants are in training. Once licensed, participants will be eligible to receive child care subsidy payments from clients.</p> <p>Resource Materials: The financial literacy curriculum was largely developed through the VT Refugee Micro enterprise Program.</p> <p>Evaluation: Not yet available.</p> <p>Length and Size of Operation: This is a 17 month pilot program which is just beginning, with 75 participants expected.</p>
	<p>Resource Requirements</p>	<p>Budget/Funding: Funded through the Office of Refugee Resettlement under discretionary grant funds.</p> <p>Staffing: Not available.</p> <p>Collaborations: The community of Burlington, Vermont, has been very supportive of the program, including volunteer support and provision of facilities that are conveniently located and large enough to house the training and on-site childcare.</p>
	<p>Additional Information</p>	